The Power of Choice:
Advanced Differentiated Instruction

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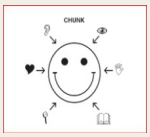
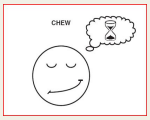
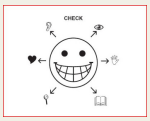
	Whole Class	Choice	Tiered
Chunk (Acquire) 	•Whole group goes on a field trip •All students listen to the teacher explain difference between living and non-living things •Whole class watches a video	•Students pick 2 of 4 stations •Students work in expert groups based on a topic of interest	•Students are placed in three different groups and given texts at varying degrees of difficulty •Students are given different charts or maps at various degrees of complexity
Chew (Process) 	•All students write questions to the prompt, "What I am still wondering about…" •All Students turn and talk about an important idea •All students draw a visual representation then discuss how they are different or similar	•Students choose questions to respond to in their discussion groups •Students pick 2 of 4 vocabulary stations to review content terms •Students select a way to process information: either write a reflection or draw a visual representation	•Students are assigned to groups to focus on a skill at their level (note taking, summarizing, etc.) •Students are assigned to learning stations based on the complexity of problems at each station •Students are assigned different vocabulary lists based on the difficulty of the terms
Check (Show/ Output) 	•All students create a graphic organizer of their understanding •All students take a multiple choice test •All students do a performance demonstration	•Students can choose 5 questions from a 10-question test. All questions are weighted equally •Students can choose a type of performance demonstration to show their understanding	•Students choose their challenge: 5 shorter questions or 1 long, in-depth question with complexity •Projects are tiered by complexity and depth of thinking (not by form such as poster/PowerPoint)

Choice Designs

Activity Menus, Tic Tac Toe, Think Dots, Cubing

Concept: Choice menus are about exactly that, the power of "Choice."

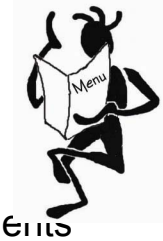
Understand: Learners feel more in control of their learning environment and are more engaged, accountable and responsible when they given a voice and a choice in their learning. Learners must be taught how to make appropriate choices, how to follow through on their plans, and how to self assess their progress.

Know: Choice menus provide a graphic "menu" of activities for students to select from to show how they have learned objectives of a lesson (C U KAN) or to reinforce the learning of a concept. Menus can be created based on students' readiness, interests and/or learning profile. Menus of choices can be used for the chunk, chew or check portion of any lesson.

Do:

- The teacher determines the C U KAN that students must know from a unit of study.
- The teacher creates a graphic menu or list of options for demonstrating what students must show they've learned. (3 – 9 average)
- Menu options can be created according to students' readiness level, interest, or learning profile.
- Students choose their menu options and record choices.
- Rubrics may be designed for student self-assessment as well as teacher assessment.

Activities: Some types of choice menus include activity menus, think dots, tic tac toes, and cubing.



Why:

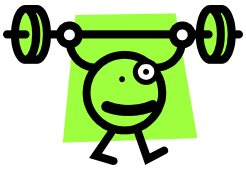
- Promotes appropriate challenges for all learners
- Provides opportunities for success for all students
- Provides respectful and relevant learning activities for all students
- Allows for students to be more actively engaged in their learning process
- Promotes students' responsibility, independence and accountability
- Highly engaging for students and teacher

“Freak the Mighty” Choice

Understand: Authors write stories to teach us about life. We can learn about how to live our own lives from reading stories

Know:

•10 new vocabulary words from Freak the Mighty
•The theme (life message) of the story
•Plot outline



Able to Do:

•Summarize key ideas
•Make personal connections to the text

Now You Get It: Choose one option from the menu below to show what you understand and know about Freak the Mighty. Include something in your project that shows what this story taught you about life.

Menu 1

Choose one character and write a poem about that character	Draw plans for an ornithopter and/or build and ornithopter
Illustrate a scene from the book, using paint, markers, and colored paper, or make a collage.	Find an actual medical diagnosis for Kevin. Write 2 or 3 paragraphs outlining how you found the diagnosis and why you think the diagnosis you found is correct.
Act out a scene from the book. You may work with one or more partners.	Kevin has his own dictionary of words and terms he has adopted or made up. Create your own dictionary with words and definitions.

Menu 2

Write a rap/poem/song about a character. What did you learn about life from that character?	Create, by drawing or building, something that represents what you learned from this story. Explain your art in writing or in speaking.
Create a comic book that has a theme or message similar to the theme in Freak the Mighty.	Make a character analysis chart. Note the main characters, their characteristics, what they learned from the story. Plan to summarize the chart in writing or verbally.
Write and present a skit that recreates the theme from Freak, or is perhaps a future scene from Freak’s life that relates to the theme.	Write a reflection comparing yourself to Freak. How you are alike? How are you different? What did you learn about life from Freak that can help you in your life?

Examples of Content Specific Inventories

Science – Newton's Laws of Motion

Rank order these categories (1 = top choice) to show what
you are most interested in studying during our unit on Newton's Laws of Motion?

___ Car racing

___ Theme parks

___ Machines

___ Architecture

___ Musical instruments

___ Sports (pole vault, football)

History – Civil War:

Which topics of the Civil War are you most knowledgeable about?
____ Causes

____ Effects

____ Battles

____ Heros

____ Strategics

When comparing causes of the civil war to political issues today, would you prefer to

____ debate _____ present
_____ perform _____ write _____ display

Math Geometry Unit:

Which do you like better

____ Practical geometry

____ Theoretical geometry

Rate the following in order of personal enjoyment using 1 (high) 3 (low)

___ Solving geometric equations

___ Drawing geometric figures

___ Discovering the history of geometry

Literature – Shakespeare's Life and Times:

What would you like to learn about Shakespeare's writings as a reflection of his life and time period?

_____ Culture

_____ Religion

_____ His Life Story

_____ Societal Norms

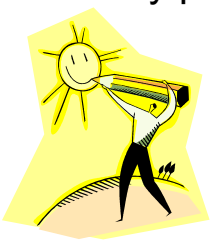
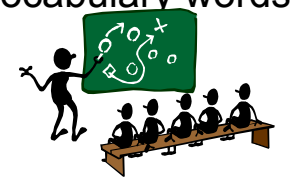
_____ Geography

_____ Government/Politics

Created by Kryza, Duncan, Stephens, 2006

Choice Menu: Chew on Vocabulary

Concept: Learning Styles
Understand (that): We all learn in different ways, therefore we need to find ways of studying that work successfully for our learning styles
Know: We all learn in different ways, therefore we need to find ways of studying that work successfully for our learning styles
Able to Do: Find your learning style strengths
Able to do (skills): Choose the best way for you to study your vocabulary

Draw vocabulary pictures 	Act out your vocabulary words 
Create a rap, song or poem using your vocabulary words 	Work with a study partner to say, hear and coach each other on the vocabulary words 

Spelling Homework

Name: _____ Date: _____ Spelling List # _____

☐ I have placed a check mark beside each activity I have completed.
☐ All of my work is stapled in this packet.
☐ I used my best writing.
☐ An adult worked with me_____
☐ I used punctuation marks.
☐ I started my sentences with a capital letter.

5 Points Each

_____ Alphabetize the words
_____ Divide each word into syllables
_____ Write the words and circle the vowels
_____ Write the words and underline the consonants
_____ Write the words and cross out the silent letters
_____ Write the words in neat cursive with a pen
_____ Make a set of flash cards for studying your words
_____ Scratch your spelling words onto someone's back

10 Points Each

_____ Write sentences using the words
_____ Write a synonym for each word
_____ Write an antonym for each word
_____ Add prefixes and or suffixes to each word
_____ Scramble the words and give them to someone else to solve
_____ Make a word search on graph paper for friends to solve
_____ Solve a friend's scrambled words
_____ Solve a friend's spelling word search
_____ Take a practice test with an adult

15 Points Each

_____ Solve a friend's crossword puzzle
_____ Solve a friend's coded words
_____ Draw a picture and "hide" your words inside the image
_____ Cut the words out of magazines and make a collage

20 Points Each

_____ Write a definition for each word
_____ Write a tongue twister with the words
_____ Use the words in similes
_____ Write a crossword puzzle for friends to solve
_____ Write the words in code for a friend to solve
_____ Write the newspaper headlines using your words
_____ Write couplets using the words
Ex. He was fast
In the past

30 Points Each

_____ Use the similes you made above in a piece of poetry
_____ Write a 1-2 page story using all the words
_____ Create a map of each word showing how it is related to other words, how it is used in everyday language, and any other interesting features you notice about the work

UNDERSTANDING TIME

Name: _____

1_____ Draw a picture of your favorite time of day. Then come to the floor clock and show me what time your favorite part of the day happens. 	2_____ Draw a scene from your favorite television show. Then show me the time it comes on television either on your math clock or on the floor clock. 
3_____ Make a story about your day and the times that things happen. Act out your story with a friend. Be sure to use hours in your story. 	4_____ Make up a song or a rhythm that tells about time in hours. You can share it with your classmates using the microphon 

Understand: That people created a system of time in order to know when to accomplish tasks and when to meet with others.
Know: Hour
Able to Do: Tell time to the hour
Now You Get It!: Choose something from the menu and show what you know about time.

Developed by Katie Noel, Wayne-Westland Schools

Understanding Time Rubric

Name: _____ _____

Project Choice:_____

HOW I DID		
Understands that time helps us to organize our life		
Knows and is able to tell hour, half hour, half past		
Good Project (Quality Work)		

What I did that I am really proud of doing…

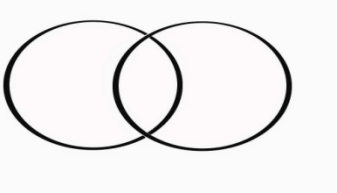
_____

What I could do better next time…

TEACHER COMMENTS

Graphic Organizers

Teachers today know that graphic organizers are powerful learning tools to use in classroom instruction. (In this book, we define graphic organizers as any visual diagram such as cluster maps, webbing, KWL, Venn Diagrams, Brainstorming Charts, etc.) Some of the benefits of using graphic organizers include the following:



✓Activates students' thinking
✓Helps students retrieve prior knowledge
✓Links new information with the old (This is how the brain learns best!)
✓Assists students in retaining and transferring knowledge
✓Allows students to visualize the learning process

Graphic organizers are excellent learning tools to use for all learners if they are used in meaningful and engaging ways. Students will quickly tire of them if they become the next dittoed worksheet, or if students are not taught to see the relevance in using graphic representations. For example, students need to know that people in corporate boardrooms in America are using mind maps and brainstorm maps to plan and organize their thinking. (Bet they don't fill them out as dittos, either!) If you are doing a KWL with your students, do they know that this is modeling what good readers do before, during and after learning? Graphic organizers should be living, breathing documents that are created by the students for the students needs as learners.

Below are some suggestions for using graphic organizers in ways that increase students' engagement and understanding.

1. Make the graphic organizers BIG and ALIVE. Use chart paper and markers. Have students work in groups of three to brainstorm ideas. Have them post their graphic organizers around the room for other students to see. Allow groups to walk around the room and look at other group's graphic organizers. Have them bring along a clipboard and appoint a recorder so they can write any information that they didn't include on their map. Then when they return back to their own maps, they can add the information they learned from their peers.
2. Don't run off organizers as dittos! Instead make an overhead model of a graphic organizer and model on the overhead how this structure helps you to organize your thinking. Allow students to create their own visual map as long as it meets the criteria you are asking for in the lesson. Students who want to use your framework may do so. You can also have some copies of your map for students who really struggle with developing their own schema.
3. Use graphic organizers to chart and show growth in the learning process. At the end of a marking period, put up chart paper with a circle in the middle that states, "What we learned in (subject area) this marking period." As students share things they have learned, write the information on the chart and put their initials under their comment. (Students love seeing their names on the charts) Create a new map each marking period. Take previous quarters' maps out and add the new ones so students can see how much they grown as learners. This is especially powerful for struggling learners because they don't visualize themselves as learners.

Graphic Organizers

4. Some students struggle with finding main ideas or categories to use when organizing information in their cluster maps. Give those students what they need to succeed by giving them a list of the categories of information to include on their map. Challenge the more advanced students to find their own categories.
5. Use Leveled Organizers. See example.

	Date	**Author**	**Purpose**
Bill of Rights	1789		
Declaration of Independence		James	

	Date	Author	
Bill of Rights			
Declaration of Independence			

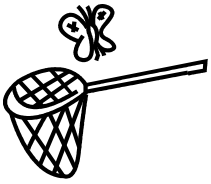
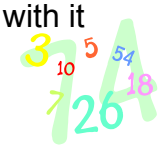
6. Students love creating graphic organizers on computers. This adds novelty, and the learning brain loved novelty.. Some quality computer programs for graphic organizers are Inspiration and Kidspiration.
7. Mapping is an excellent strategy for learning vocabulary. Vocabulary Maps allow students to explore a word in various ways.
    a. Students can create their own Vocabulary Maps, or they can work with a partner or small group to create maps. Have students keep a vocabulary journal in a spiral notebook or composition book. This will give students a log of their vocabulary learning and will also keep you away from the copy machine!
    b. Groups can create a map for different words and then teach each other their word using their maps. Keep the maps posted in the room so that students can keep learning from them.
    c. Choose categories that match the age level and subject matter
        - •Guess the meaning (prefixes, suffixes, root words)
        - •What is it/Describe the word
        - •Antonyms/Opposite Words
        - •Synonyms/Related Words
        - •Analogies/Similes/Metaphors (This is like…)
        - •Examples from Text (number problems, experiments, etc)
        - •Real Life Examples
        - •TV/Movie examples
        - •Use word in sentence
        - •Connections to related concepts
        - •Pictures/Drawings

Three Dimensional Activity Menu

Understand:
•That mathematicians develop common criteria for defining geometric shapes
Know:
•Terms: Three-Dimensional figure, face, prism, base, edge, cube, vertex/vertices, pyramid, cylinder, cone, sphere, net
•We find three-dimensional shapes in our every day world.
•Length x Width x Height

Able to Do: Be able to identify and create various three-dimensional shapes.

Now You Get It!: Choose one activity from each row to help you to know and understand three-dimensional shapes

Create a crossword puzzle and answer key using all the vocabulary terms 	Draw pictures that represent all the vocabulary terms or create a children's book that teaches about the terms 	Do a skit that acts out the different vocabulary terms 
Using two of the net patterns available, color, create and form it into a 3D shape. Be able to tell what your shape is and why it's named what it is. 	Create and color your own net pattern and put it together 	Using a net design, create a 3D model of something that could be seen in the world now or in the future. 
Do pages 410 - 411 Odd Numbers 	Do pages 410 – 411 Even Numbers 	Create your own math worksheet on 3D and create an answer key to go with it 

Three Dimensional Project Rubric

Name: _____

HOW I DID	NOT GOOD	NOT SO GOOD	OKAY	GOOD	GREAT!
Understand that mathematicians develop common criteria for defining geometric shapes 5 points					
Know… • Know 3D Shapes and L x W x H • that we find 3 D shapes in our world 5 points					
Math Book Pages 5 points					
Work Habits • Used time wisely • Organized 5 points					

What I did that was quality work:

_____

What I could do better next time:

_____

TEACHER COMMENTS/GRADE

Name _____ Date_____

_____

Environmental Choice Menu

Understand that:

•All living things are dependent upon the environment to sustain life.

•Humans must all work to keep their environment clean so that they can sustain life on the planet.

Know

•Reuse, reduce, recycle, be sustainable

•Types of pollution

•Ways that humans can preserve the environment

Now You Get It!

Using the notes you have gathered from various sources, choose one of the following ways to share what you KNOW and UNDERSTAND about the type of pollution your group studied.

Choose one of the options below to demonstrate the **Understand**, **Know** and **Do** from the key learning targets about the environment.

Write a song, rap or poem about pollution	Create a game for others to play to learn about pollution and the environment.	Create a skit or video that is a public service announcement about pollution
Create a children's book to teach children about pollution and caring for our environment	Your Choice: Come up with your own unique way to show what you know. (You must get the okay from your teacher first!)	Use charts and graphs to teach about the data related to pollution. Share your data and conclusions in a written or oral presentation
Design a lab that demonstrates how pollution effects the environment.	Create a news report about pollution	Using a medium of your choice, self-reflect on your own connection to the earth and the environment. Document what you observe, feel and learn about the environment around you.

Environment Rubric

Expectations	Amazing!	Above Average	Average	Aww..not so good
UNDERSTAND ✓ Living things depend upon the environment ✓ Humans must all work to sustain the planet 15 Pts	☒ Shows complex understanding of the concepts; ☒ Supports with data from text; ☒Explores related ideas _____ pts	☒ Understands the concepts; ☒ Uses some text references; ☒ Explores ideas beyond facts and details _____ pts	☒ Limited understanding of key concepts; ☒ Limited text reference; ☒ Little depth or elaboration of idea _____ pts	☒ Little understanding of the concept; ☒ No or inaccurate reference to text ___ pts
KNOW ✓ Terms: Reuse, reduce, recycle, sustainable ✓ Types of pollution ✓ Ways to preserve the environment 15 Pts.	☒ Precise facts ☒ In depth and well supported _____ pts	☒ Covers facts effectively ☒ Well developed _____ pts	☒ Valid facts but little depth or elaboration _____ pts	☒ Needs more facts ☒ Needs accurate facts _____ pts
QUALITY WORK (as defined below by your group) 10 Pts.	☒ Met quality work criteria ☒ Unique, fresh or imaginative work _____ pts	☒ Met quality work criteria ☒ Creatively integrates work _____ pts	☒ Met quality work criteria _____ pts	☒ Does not meet quality work criteria _____ pts
GROUP WORK/ NOTES 10 Pts.	☒ Encourages others ☒ Collaborates and resolves conflicts _____ pts	☒ Listens well ☒ Helps others ☒ Shares _____ pts	☒ Appropriate effort ☒ Cooperative _____ pts	☒ Inappropriate effort ☒ Not cooperative _____ pts

Type of project: _____skit_____

Ways We Will Do Quality Work for Our Project:

1. ____Write a good script_____
2. ____Have costumes and props_____
3. ____Practice at least four times_____

Teacher Initials: _*KK*_

What we did that was quality work

Student Grade: _____ Teacher Grade: _____

What we would do differently next time

Lesson Plan Ideas to Reach Kids with Different 'Smarts'

Word Smart

- Crossword
- Tell in story/play form
- Word search
- Word collage
- Definition/dictionary
- Creation story/genre
- Read
- Word wall
- Grouping words
- Readers' theater
- Acronyms
- Create an audiotape
- Give a persuasive/ informative speech
- Investigate an author
- Have a debate/ discussion
- Report on a book
- Report on a word smart career/famous person
- Share a poem/poet
- Teach a skill
- Write a book/story
- Write a letter/book of correspondence
- Write an essay
- Write a research report
- Write a screenplay or script
- Write a slogan/ad campaign

People Smart

- Cooperative grouping
- Partnerships
- 'Turn and Talk'
- 'Pair and Share'
- Clock partners
- Team-building activities
- Interviews
- Peer Conferencing
- Group presentations
- Popcorn Reading
- Expert groups
- Conduct a survey
- Create talk show/ game show
- Explore sides of an issue
- Make a group video
- Perform a service/ help others
- Plan a public event/ party
- Report on people smart career/ famous person
- Solve/present a social issue
- Teach a people skill/ manners
- Tutor a classmate / schoolmate

Body Smart

- Charades
- Clay sculptures
- Fidget toys
- Play/skit
- Hands-on experiments
- 'Be the teacher/ expert'
- Brain gym
- Everyday Math games
- Math manipulatives
- Core balls to sit on
- Gallery walk
- Build a model
- Build a project
- Choreograph a dance
- Create a product
- Give a sports report
- Make a video
- Perform a pantomime
- Report on a body smart career/ famous person
- Role play an event
- Teach a body skill
- Teach a fine motor skill

Math Smart

- Computer
- Manipulatives
- Drawings
- Diagrams
- Charts
- Memorizing math facts
- Problem-solving
- Brain teasers
- Puzzles
- Real-life applications
- Analyze/interpret data
- Conduct a survey
- Create an outline
- Create a sequence of steps
- Create a time line
- Demonstrate logic/thinking
- Design a questionnaire
- Graph data
- Present statistics
- Program a web page
- Report on a logic/ math smart career/famous person
- Simulate a court case
- Teach a thinking skill

Picture Smart

- Draw picture of story setting
- Graphic organizers
- Draw info from study guides
- Acronyms
- Charts/graphs/ diagrams
- Write about a picture
- Movies
- Videos
- Computer programs
- Picture walk through book, text, newspaper, mags, etc.
- Provide photos of topics
- Pictionary
- Build a model
- Create a cartoon/ comic book
- Create a diorama
- Create a map/ blueprint
- Create a montage/ collage
- Create a mural
- Create a poster
- Design a brochure/ catalog
- Design a book/CD cover
- Design a logo/ identity pack
- Design business cards/letterhead
- Design T-shirts/hats
- Make a magazine
- Make a photo album
- Make a sculpture
- Present slides
- Present on an art smart career/famous person
- Research art movement
- Teach art skill

Music Smart

- Song
- Rap
- Find a song w/a related theme
- Make up mnemonic tune to help with memorization
- Use a known song
- Use internet to research topic-related theme song to share
- Create a musical
- Create a radio show
- Create sound effects
- Give instrumental performance
- Lip synch a song
- Report on a music smart career/ famous person
- Research musical period
- Teach a music skill
- Write a jingle
- Write an anthem

Nature Smart

- Classify content
- Make charts
- Create journals
- Hands-on stations
- Pair-share
- Nature walk
- Field trip
- 5 senses
- Care for an animal
- Collect specimens
- Conduct a nature experiment
- Create an observation log
- Grow a garden
- Make a nature video
- Report on animal/ insect
- Report on flora/ fauna
- Report on natural phenomenon
- Report on a nature smart career/famous person
- Share crisis
- Train an animal

Self Smart

- Power Point presentation
- Diorama
- Learning log
- Graphic organizer that makes sense to you
- Make connections (self ⇨text, self⇨world)
- Choice to work alone
- Note cards for yourself
- Share your strengths with a group
- Write a book report
- Analyze dreams
- Construct a portfolio
- Create a self-portrait
- Express personal perspective on an issue
- Keep journal/log/ diary
- Make plans/goals
- Make a video on self
- Report on self smart career/famous person
- Study feelings/moods
- Teach meditation/ relaxation skill
- Write a narrative
- Write an autobiography

R.A.F.T. Plus

CONCEPT: Perspective (adapted from R.A.F.T.)

UNDERSTAND: Students gain deeper understandings about content if they engage from the perspective of something or someone within that content.

KNOW: The RAFT format
R = Role (Can be animate or inanimate)
A = Audience (someone or something affected by or connected to the role)
F = Format (Choices based on learning styles or multiple intelligences)
T = Task/learning outcome (The understand, know and do of your objectives)

DO:
•The teacher determines the outcomes that students must know from a unit of study.
•The teacher creates a few RAFT Plus options for demonstrating what students learn. (3 – 5 average)
•RAFT Plus options can be based on Bloom's Taxonomy, Learning Styles, and Gardner's Multiple Intelligences.
•Students work independently or in groups to create self selected projects to show their understanding of concepts studied.
•Teacher and students use rubrics to assess completed products from the RAFT Plus products or projects.

ACTIVITY: Any lesson can be made into a RAFT Plus less
used as homework, group work, assessment, short or long

WHY:
•Promotes student initiative.
•Provides opportunities for success for all students
•Provides learning opportunities that are relevant to students
•Allows for students to be more actively engaged in their learning process
•Promotes students' responsibility, independence and accountability
•Fun to do!

R.A.F.T Plus Assignment:
Congruent Triangles

Role = A Triangle

Audience = Another triangle

Format = Skit, children's book, comic strip, song/rap/poem, chart/poster, game, match.com ad, story of identical twins, your choice (see teacher),

Tasks =

1. Explain your corresponding relationship to the other triangle
2. Use one method to show (prove) how and why you are congruent. You may choose to show more than one way.

Expectations	Awesom 	Average 	Adequat 	Aw, Shucks Needs More Work 
UNDERSTAND • Mathematicians create ways to show relationships between shapes so they can communicate __5___ Pts				
KNOW: • Congruent triangle • Methods of proving congruence __5___ Pts.				
QUALITY WORK __5___ Pts.				
ABLE TO DO: Use a method to prove the congruence of 2 triangles __5___ Pts.				

Designing a RAFT Plus Lesson

= Role = _____
(You can tier or offer choices here)

= Audience = _____
(You can offer choices here)

= Format = _____
(You can tier or offer choices here)

= Task/ = _____
Topic (Learning outcomes: What do you want students to Understand and know?)

How will they learn the content? (notes, class discussion, presentation, etc.)

What kind of project planning guide do they need?

How will they be responsible for doing Quality Work? (rubric, daily group assessment)

How will they do Self/Group Assessment?

How will you do other assessment (if necessary)?

CHOICE TIME EXIT CARD: Weekly Self-Assessment

DATE _____

NAME:_____

LOW **HIGH**

1. I used my choice time wisely this week. 1 2 3 4 5

2. I did not disturb others as I worked on my own 1 2 3 4 5

3. I had a positive attitude this week. 1 2 3 4 5

This is what I worked on during choice time:

Here are some questions I have or suggestions for Choice Time Activities.

CHOICE TIME EXIT CARD: Weekly Self-Assessment

DATE _____

NAME:_____

LOW **HIGH**

1. I used my choice time wisely this week. 1 2 3 4 5

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3. I had a positive attitude this week. 1 2 3 4 5

This is what I worked on during choice time:

Here are some questions I have or suggestions for Choice Time Activities.

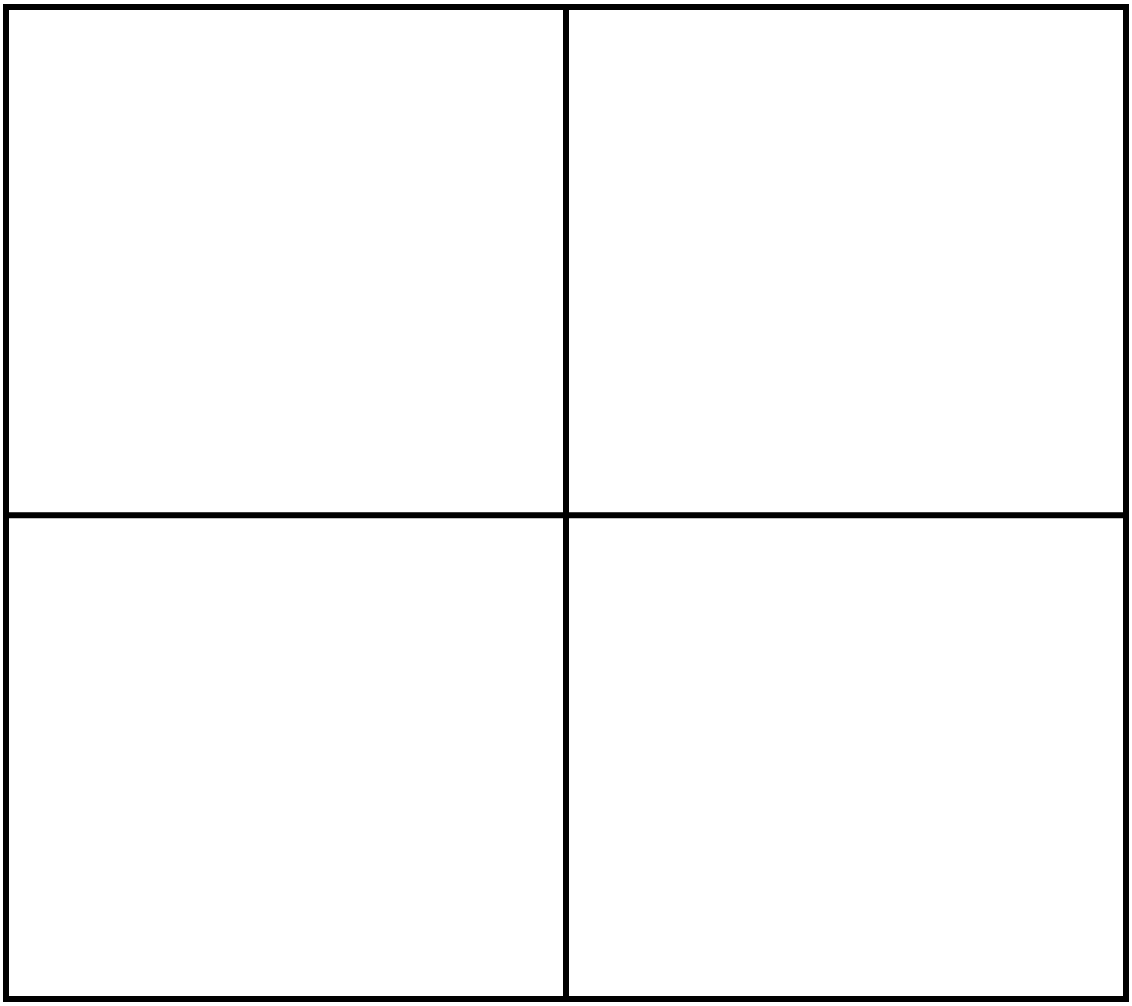
Choice Planner

Understand (that):

Know:

Able to do (skills):

Now I Get It!



C U KAN Rubric Template

Expectations	Awesome 	Average 	Adequat 	Aw S  ks (n ore work)
UNDERSTAND . _____ Pts	• Shows complex understanding of the concepts; • Supports with data from text; • Explores related ideas _____ pts	•Understands the concepts; •Uses some text references; •Explores ideas beyond facts and details ____ pts	•Limited understanding of key concepts; •Limited text reference; •Little depth or elaboration of idea ____ pts	•Little understanding of the concept; •No or inaccurate reference to text ____ pts
KNOW _____ Pts.	•Precise facts •In depth and well supported ____ pts	•Covers facts effectively •Well developed ____ pts	•Valid facts but little depth or elaboration ____ pts	•Needs more facts •Needs accurate facts ____ pts
QUALITY WORK (as defined by your group. See below) _____ Pts.	•Met quality work criteria •Unique, fresh or imaginative work ____ pts	•Met quality work criteria •Creatively integrates work ____ pts	•Met quality work criteria ____ pts	•Does not meet quality work criteria ____ pts
Ways We Will Do Quality Work for Our Project **1.** **2.** **3.** _____ Pts. **Teacher Initials: ____**	____ pts	____ pts	____ pts	____ pts

What we did that was Quality Work

What we would do differently next time…

Student Grade: _____ **Teacher Grade:** _____
COMMENTS

Simple Rubric Template

SCALE (Use Numbers, Words, Pictures)

Expectations	Excellent 	Good 	Average 	Weak Effort 
UNDERSTAND _____ Pts				
KNOW: _____ Pts.				
QUALITY WORK (as defined by student) _____ Pts.				
WORK HABITS/ GROUP WORK _____ Pts.				

Ways I/We Will Do Quality Work for Our Project: _____

1._____

2._____

3._____

Teacher Initials: _____

What we did that was Quality Work

What we would do differently next time…

COMMENTS

Cubing Pattern